

Loris Elementary

901 Highway 9 Business East
Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	723 Students	
Principal	Shelton Long	843-756-7824
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	52	45	5

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Excellent	No
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	No
2006	Average	Unsatisfactory	No

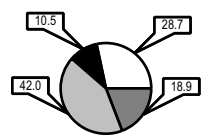
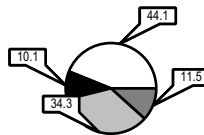
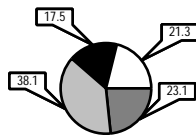
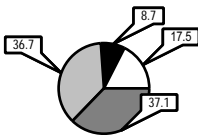
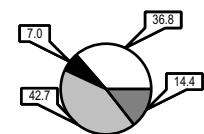
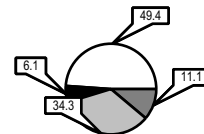
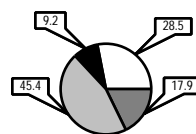
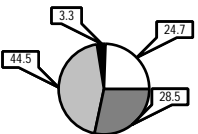
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	306	100.0	17.8	36.6	36.9	8.7	54.4	Yes	Yes
Gender									
Male	141	100.0	20.5	40.9	34.1	4.5	47.0	N/A	N/A
Female	165	100.0	15.5	32.9	39.4	12.3	60.6	N/A	N/A
Racial/Ethnic Group									
White	164	100.0	10.3	28.8	48.7	12.2	69.9	Yes	Yes
African American	122	100.0	25.0	49.1	23.2	2.7	34.8	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	40.0	33.3	26.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	252	100.0	13.1	32.6	44.1	10.2	62.3	N/A	N/A
Disabled	54	100.0	39.2	54.9	3.9	2.0	17.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	100.0	17.8	36.6	36.9	8.7	54.4	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	50.0	20.0	30.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	295	100.0	16.6	37.2	37.2	9.0	54.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	218	100.0	22.5	46.5	27.5	3.5	40.5	Yes	Yes
Full-pay meals	88	100.0	6.9	13.8	58.6	20.7	86.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	306	100.0	21.3	38.0	23.0	17.8	54.7	Yes	Yes
Gender									
Male	141	100.0	23.5	34.1	24.2	18.2	54.5	N/A	N/A
Female	165	100.0	19.4	41.3	21.9	17.4	54.8	N/A	N/A
Racial/Ethnic Group									
White	164	100.0	12.2	30.8	30.8	26.3	71.8	Yes	Yes
African American	122	100.0	32.1	49.1	13.4	5.4	31.3	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	40.0	33.3	13.3	13.3	40.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	252	100.0	13.6	39.0	26.3	21.2	62.3	N/A	N/A
Disabled	54	100.0	56.9	33.3	7.8	2.0	19.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	100.0	21.3	38.0	23.0	17.8	54.7	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	50.0	30.0	20.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	295	100.0	20.2	38.3	23.1	18.4	55.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	218	100.0	29.0	43.5	20.0	7.5	42.5	Yes	Yes
Full-pay meals	88	100.0	3.4	25.3	29.9	41.4	82.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	306	99.7	43.9	34.5	11.5	10.1	21.6
Gender							
Male	141	99.3	40.9	34.1	11.4	13.6	25.0
Female	165	100.0	46.5	34.8	11.6	7.1	18.7
Racial/Ethnic Group							
White	164	100.0	24.4	43.6	15.4	16.7	32.1
African American	122	99.2	69.6	22.3	6.3	1.8	8.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	66.7	26.7	6.7	0.0	6.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	252	99.6	38.6	36.0	13.6	11.9	25.4
Disabled	54	100.0	68.6	27.5	2.0	2.0	3.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	43.9	34.5	11.5	10.1	21.6
English Proficiency							
Limited English Proficient	11	100.0	80.0	10.0	10.0	0.0	10.0
Non-Limited English Proficient	295	99.7	42.6	35.4	11.6	10.5	22.0
Socio-Economic Status							
Subsidized meals	218	99.5	57.0	31.5	8.0	3.5	11.5
Full-pay meals	88	100.0	13.8	41.4	19.5	25.3	44.8

Social Studies							
All Students	306	99.7	28.9	41.8	18.8	10.5	29.3
Gender							
Male	141	99.3	29.5	37.9	22.0	10.6	32.6
Female	165	100.0	28.4	45.2	16.1	10.3	26.5
Racial/Ethnic Group							
White	164	100.0	21.2	39.1	25.6	14.1	39.7
African American	122	99.2	38.4	46.4	9.8	5.4	15.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	46.7	40.0	13.3	0.0	13.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	252	99.6	22.0	43.6	21.6	12.7	34.3
Disabled	54	100.0	60.8	33.3	5.9	0.0	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	28.9	41.8	18.8	10.5	29.3
English Proficiency							
Limited English Proficient	11	100.0	50.0	30.0	20.0	0.0	20.0
Non-Limited English Proficient	295	99.7	28.2	42.2	18.8	10.8	29.6
Socio-Economic Status							
Subsidized meals	218	99.5	36.5	44.5	13.0	6.0	19.0
Full-pay meals	88	100.0	11.5	35.6	32.2	20.7	52.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	105	100.0	12.0	29.0	51.0	8.0	59.0
	4	115	100.0	10.4	39.6	41.7	8.3	50.0
	5	92	100.0	25.9	40.7	28.4	4.9	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	8.0	33.3	47.1	11.5	58.6
	4	107	100.0	15.8	42.6	37.6	4.0	41.6
	5	104	100.0	28.3	33.3	27.3	11.1	38.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	105	100.0	12.0	57.0	24.0	7.0	31.0
	4	115	100.0	15.6	32.3	21.9	30.2	52.1
	5	92	100.0	19.8	44.4	19.8	16.0	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	20.7	47.1	23.0	9.2	32.2
	4	107	100.0	22.8	28.7	25.7	22.8	48.5
	5	104	100.0	20.2	39.4	20.2	20.2	40.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	105	100.0	42.0	46.0	10.0	2.0	12.0
	4	115	100.0	32.3	40.6	14.6	12.5	27.1
	5	92	100.0	48.1	33.3	4.9	13.6	18.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	49.4	35.6	10.3	4.6	14.9
	4	107	100.0	34.7	38.6	14.9	11.9	26.7
	5	104	99.0	48.5	29.3	9.1	13.1	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	105	100.0	27.0	56.0	16.0	1.0	17.0
	4	115	100.0	11.5	52.1	25.0	11.5	36.5
	5	92	100.0	48.1	34.6	7.4	9.9	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	17.2	35.6	33.3	13.8	47.1
	4	107	100.0	27.7	47.5	17.8	6.9	24.8
	5	104	99.0	40.4	41.4	7.1	11.1	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 723)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.5%	Down from 0.6%	3.6%	2.8%
Attendance rate	96.0%	Down from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.3%	0.0%
Eligible for gifted and talented	23.2%	Down from 23.8%	7.0%	10.4%
On academic plans	43.5%	N/AV	42.5%	33.6%
On academic probation	0.0%	N/AV	0.2%	1.0%
With disabilities other than speech	11.1%	Down from 11.4%	8.8%	7.5%
Older than usual for grade	1.0%	Up from 0.8%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	22.0%	Down from 25.0%	51.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.8%	N/A	2.5%	2.4%
Teachers with emergency or provisional certificates	6.5%	Down from 9.1%	0.0%	0.0%
Teachers returning from previous year	75.8%	Down from 77.8%	87.0%	87.3%
Teacher attendance rate	93.7%	Down from 94.0%	95.0%	94.9%
Average teacher salary	\$40,092	Down 1.7%	\$42,225	\$42,485
Prof. development days/teacher	15.5 days	Down from 16.5 days	13.2 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 16.4 to 1	18.0 to 1	18.6 to 1
Prime instructional time	88.4%	Down from 89.5%	89.7%	89.7%
Dollars spent per pupil*	\$7,854	Up 1.7%	\$6,763	\$6,557
Percent of expenditures for teacher salaries*	64.0%	No change	63.6%	64.0%
Percent of expenditures for instruction*	68.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Loris Elementary School is honored to share our Report Card as we continue our journey to becoming the top performing school in South Carolina. Our mission is to empower each student to achieve his/her full potential through personalized, achievement-based educational experiences in partnership with home, school, and community with a nurturing and enriched environment.

During the 2005-2006 school year, our staff and students achieved outstanding results. We were awarded the AYP Gold Award for the second consecutive year for meeting 21 out of 21 objectives in ELA and Math. Our staff continued to make progress towards meeting the performance goals in our strategic plan. We participated in ongoing professional development focusing on student engagement and the anatomy of an effective lesson to improve student achievement. Our teachers collaborated weekly to analyze data and plan standards-based instruction, assessments, and instructional strategies. We received numerous visits from other schools to observe effective practices, interventions and our Student Study Team. We continued to implement Measures of Academic Progress three times this year in Reading, Language, and Math and continuously analyzed this data to drive our instruction and measure student growth.

We partnered with numerous local businesses and organizations to provide ongoing services and supplies to help meet the needs of our school and students. We continued to partner with Coastal Carolina University to provide student interns and mentors for our students. To compliment our school environment and promote academic success, two lion murals were painted in the hallways and academic achievement awards and celebrations were provided for the students and parents each nine weeks. With the support of our PTO, we purchased a new playground fence and new risers for student performances.

Our school provided opportunities weekly for after-school tutorials, during-the-day tutorials, family reading night, computer lab, and the Fast ForWord lab. Twelve fifth-grade students participated in a pre-algebra online class. We also implemented Corrective Reading and Reading Mastery to provide small group instruction in reading for identified students. We engaged in service projects including Jump Rope for Heart, March of Dimes, Relay for Life, and a canned food drive.

Loris Elementary School is committed to reaching our goals, and our staff, PTO, School Improvement Council and administration continues to work diligently to ensure that every child is empowered to achieve his/her full potential and to assist all of our students in Achieving Excellence.

Amy Edwards, Principal 2005-2006

Joe Cox, School Improvement Council Chairman 2005-2006

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	87	61
Percent satisfied with learning environment	96.3%	85.1%	91.2%
Percent satisfied with social and physical environment	98.1%	90.8%	81.4%
Percent satisfied with school-home relations	88.7%	89.5%	76.3%

*Only students at the highest elementary school grade level at this school and their parents were included.